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ABSTRACT

By virtue of a Title III Elementary and Secondary Education Act grant, the feasibility of consolidating 7 Illinois high schools was studied. Areas of consideration were geographic characteristics, high school and elementary curriculum, and cost considerations relative to high school and elementary school buildings, curriculum, transportation, bonding power, and potential population changes. A tentative time schedule was devised to establish guidelines for economical implementation. Findings indicated that: the 377 square miles of the proposed district would be relatively compact; the present curriculum offerings of the 7 high schools could be doubled and additional courses easily generated; the shared services of specialists, audiovisual personnel, librarians, and even regular teachers could improve existing elementary schools; operational and personnel costs would be less for a consolidated school offering the same services provided by the 7 established schools; transportation costs would increase, but only slightly; and population changes would not be significant. It was concluded that the need for a consolidated high school was "obvious" as it would make quality high school education within the realm of economic reason and would markedly improve the elementary program as well. (JC)

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Educational Feasibility Study

1966

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Danvers
McLean-Waynesville
Stanford
Trieka

RC008444

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Educational Feasibility Study

This feasibility study is designed to look at whether or not the proposed district would be beneficial to the students who live in the present districts. The purpose of the study is to present the facts in such a way that questions about the feasibility of the consolidation will be answered in a frank and factual way.

Obviously, all questions cannot be answered in a short publication. When questions not answered in this publication and other printed materials are raised, it is the desire of the steering committee that these questions be asked of the committee. We will in turn try to secure honest and straightforward answers and supply them to the interested parties. Sincere questions deserve honest answers, and it is the intent of this committee that information to answer questions will be available or will be secured.

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Preface

The pressure for a quality education for the youth of America is growing each day. National pressures are being applied by the federal government and national agencies such as the National Science Foundation, the National Education Association, national testing services and even publishing companies national in scope. Intermediate levels of pressure are brought about by accrediting agencies and state forces including state government. Local pressure is applied by ambitious parents, concerned citizenry and local pressure groups. All of the above are combining to force communities to look at the quality of education being offered and to improve it.

The American tradition in the public schools dictate that local people seeing and admitting their shortcomings will correct them. In recent years there has been a tendency to wait for the mounting pressures to force local citizens to act. The gratifying things about the proposed district studied in this booklet is that the impetus for growth and improvement have come from local area citizens and boards and the fact that enough imagination is being used to guarantee real quality education for the boys and girls of the area.

In the judgment of the writer, this is the way to guarantee the strengthening of local government—"make local government accomplish what local areas need."

Another advantage to the proposed district's people is that through moving in the proposed direction they are privileged to select communities for the new district with similar economic interests. Change generally affects the several communities in about the same way thus helping each to understand the others problems.

In every way, I believe that the proposed district is local control operating in the American tradition to find the best solution to a local problem.

Ben C. Hubbard
Professor of Education
Illinois State University

June, 1966

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Introduction

Whether or not a school district should consolidate with its neighbor has been a subject of debate for as long as schools have existed. In recent years, the problem of teachers keeping up in any area of study has become more and more difficult because of the rapid expansion of knowledge. As the expansion of knowledge has developed, schools have found it difficult to employ teachers with more than one area of specialization. The State of Illinois has recognized this by saying in its certification statutes that high school teachers can be certified "with one or more teaching fields." The law had previously said "one major and one minor or three minors." This clearly indicates that the thinking concerning teachers is moving toward specializing in a single field.

Every evidence indicates a move closer to the time when one teacher will teach only one subject. As this takes place, small schools face the choice of employing teachers who will work only part time; cooperating with neighboring schools on sharing personnel; letting teachers continue to teach in minor fields and cheating children; or joining with their neighbors to combine student enrollments so that there will be enough students in one place to make it economically possible to have specialists in all or nearly all subjects.

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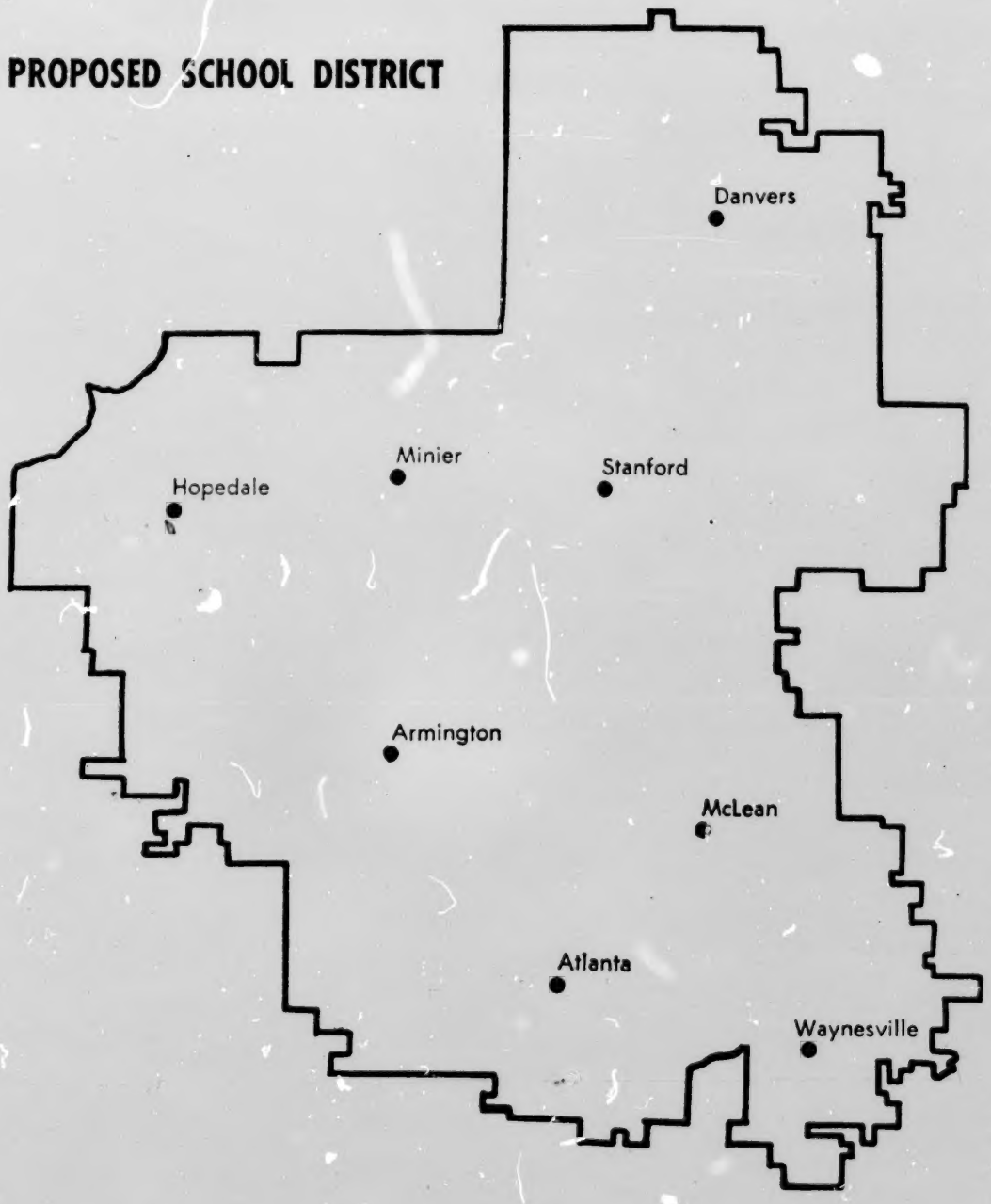
PROPOSED SCHOOL DISTRICT
Danvers
Minier
Stanford
Hopedale
Armington
McLean
Atlanta
Waynesville

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Geographic Characteristics

As can be seen by the map, the proposed district is relatively compact. Children living in the most remote corner of the district would not be more than 15 miles from a centrally located high school. What is more significant, the traveling time for students would not be increased by more than 20 minutes morning and evening for students in the school farthest away from the center of the district.

The Area

The proposed district contains 377 square miles. The road net is generally good. The terrain is such that a school could be located almost anywhere that utilities are available.

Curriculum Considerations

There can be many arguments for or against consolidation, but in the final analysis only one valid argument exists. **What is best for the students of the district or districts?** If this is to be the basic question, any proposed study of consolidation must begin with the present offerings of the schools considered and then analyze what could be done with the same money and energy under some other proposed arrangement.

All recommendations and suggestions made in this study are based on the new district maintaining and improving present elementary schools through grade eight and a single high school. Any change from this pattern would be a new and different study and should be done with full citizen participation after a complete high school program had been developed. The critical need for the districts which are considering the new district is a comprehensive high school.

High School Curriculum

In the case of the proposed district—Atlanta, McLean-Waynesville, Stanford, Danvers, and Trioka (to be referred to in the rest of this booklet as the proposed district)—the problem of increasing quality of offerings is most dramatically displayed at the high school level. Table I shows what can happen if the schools combine. At present McLean-Waynesville offers 39 different courses. All districts vary in the number of courses offered from 31 to 39. However, if the schools were combined and all of the courses now offered in the five schools were continued, each child would be able to select from 60 different courses.

The offering of additional subjects beyond those currently offered would be much more feasible in a school of 800 than in

any of the present schools; since instead of enrolling only three or four students in a subject, a larger number could benefit from the same expenditure. As an example, three of the schools currently employ a half-time counselor and another employs a person part time. With all of the students in one place, two full-time persons who were specialists could devote all of their time to developing a quality and comprehensive counseling program. Presently, almost this much time is spent in the programs of the several schools, but in each case it is only one of the duties of the guidance person rather than his sole responsibility. The same logic can be applied to the utilization of a full-time librarian and a full-time audio-visual specialist.

Table I shows that at present there is the equivalent of 67.6 teachers employed in the five high schools. No administrators are counted in this number; except where they teach part time they are counted as a fraction of a full-time teacher.

Even being liberal with the assignment of teachers to teach the courses presently offered, if one high school existed, only 44 teachers would be needed. If adequate counselors and librarians were added plus teachers for the suggested minimum additional courses, the total teaching staff would reach 51.

It is probable that a number of courses presently offered might be consolidated with other courses or deleted. This aspect is not calculated in Table I, but courses where the consultants felt study concerning reduced offerings would be appropriate have been starred with two asterisks. Teachers for all courses currently offered in any school are calculated in Table I.

Table I should be studied to determine what courses can be eliminated as well as what should be added. The items marked for addition are just those which would obviously be considered part of a complete program. Those items which might be changed, combined, or deleted are not marked as recommendations that the subject matter be abandoned but are instead marked for study to see whether they can be absorbed, offered in a different way, or in some cases abandoned.

Only the new board could make final decisions about curriculum. These decisions should be recommended by the staff and the administration of the new district within a framework of what is best for all the students of the district.

Because new services will be added and some old ones deleted, it is never wise to claim a reduced cost for a consolidated school. The matter of cost is dealt with elsewhere in this booklet. However, it is obvious that more subjects and a more comprehensive program could be offered if a single high school were built.

TABLE I

Present High School Curriculums, Student Enrollmert, and Teaching Staff with Projections of Additional Courses and Teaching Staff

	Atlanta	Danvers	McLean-Waynesville	Stanford	Armington	Hopedale	Minier	Totals Teachers Required
Language Arts								
English I	44	37	38	25	15	30	27	216
English II	39	37	38	31	18	30	21	199
English III	33	42	43	37	20	23	21	219
English IV	25	31	29	16	15	12	15	143
Speech	9	0	16	12	0	0	0	37
*Remedial Reading								
								7
Fine Arts								
General Art I	0	0	0	17	0	0	0	17
*General Art II								
Band	54	31	30	29	43	19	23	229
Chorus	15	40	42	35	11	48	25	216
*Music Appreciation								
*Music Theory								
								3
Vocational and Technical								
Vocational Agriculture I	7	13	0	7	5	0	3	35
Vocational Agriculture II	0	11	0	0	0	15	0	26
Vocational Agriculture III	9	19	0	12	6	0	5	51
Vocational Agriculture IV	0	0	0	0	0	5	0	5
Vocational Homemaking I	20	15	7	13	5	12	13	85
Vocational Homemaking II	9	9	10	13	4	11	12	68
Vocational Homemaking III	12	16	8	0	0	7	6	49
Vocational Homemaking IV	0	0	11	6	0	0	0	17
Family Living	0	0	0	0	4	0	0	4
Industrial Arts I	15	0	12	6	0	0	10	43
Industrial Arts II	0	0	12	4	0	0	8	24
Industrial Arts III	0	0	10	12	0	0	2	24
Industrial Arts IV	0	0	12	0	0	0	2	14
Driver Education								
Classroom	39	24	38	33	32	30	26	222
Behind-the-wheel	36	24	38	33	19	30	26	206
Typing I	20	20	17	21	20	12	14	124
Typing II	0	0	9	0	10	0	8	27
General Business	0	0	0	7	0	8	0	15
Bookkeeping I	22	29	16	28	18	14	12	139
Shorthand I	16	15	11	0	9	2	7	60
Shorthand II	0	0	4	0	0	0	0	4
Office Practice	6	7	0	4	9	0	0	26
Personal Typing	10	0	18	0	0	11	0	39
*Office Machines								
								11
Social Science								
Civics	18	0	23	0	0	0	0	41
Sociology	0	0	0	0	0	8	0	8
U. S. History	42	43	43	36	20	22	23	217
World History	23	17	56	5	11	23	10	145
Government Problems	27	20	0	29	19	0	3	98

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TABLE I (Continued)

	Atlanta	Danvers	McLean-Waynesville	Stanford	Armington	Hopedale	Minier	Totals Teachers Required
Economics	27	0	23	0	19	8	0	77
*Geography								
								6
Mathematics								
General Mathematics I	10	7	7	9	0	15	6	54
Algebra I	37	24	46	22	15	18	26	188
Algebra II	16	8	10	21	14	0	11	80
Plane Geometry	21	11	19	17	8	14	11	101
**Solid Geometry	0	0	3	0	8	9	0	20
**Analytical Geometry	0	4	0	0	0	0	0	4
**Trigonometry	0	4	3	0	0	9	5	21
**College Preparatory Math	7	0	0	0	0	0	0	7
								5
Science								
General Science	0	38	0	24	15	29	27	133
Physical Science	14	0	42	0	0	0	0	56
Biology I	38	22	36	32	18	20	21	187
Biology II								
Physics I	4	0	4	11	0	9	0	28
Chemistry	7	28	12	0	9	0	14	70
								4
Physical Education					ALL			
								6
Foreign Language								
Latin I	0	13	0	0	0	0	17	30
Latin II	0	8	0	0	0	12	0	20
French I	0	0	0	9	0	0	0	9
French II	0	0	0	9	0	0	0	9
French III	0	0	0	1	0	0	0	1
Spanish I	23	0	0	0	0	0	0	23
Spnish II	17	0	0	0	9	0	0	26
Spanish III	3	0	0	0	0	0	0	3
German I	0	0	12	0	0	0	0	12
German II	0	0	12	0	0	0	0	12
								2
Total Courses Offered	**35**	**32**	**39**	**35**	**30**	**31**	**33**	**60**
Teachers Needed to Combine Present Curriculums								44
Additions:								
Librarian and Audiovisual Person								2
Counseling								2
Teachers to offer the courses marked with "*"								3
Total Teaching Staff Required for Improved Curriculum								51
Full-Time Equivalency Teachers and Counselors Presently Employed								67.6
Number of Teaching Positions That Could Be Saved Through Combining the High Schools								16.6

*Courses that would probably be added before beginning a new high school.
**Courses that might be changed, combined, or deleted but are calculated in this table.

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Elementary School Curriculum

At present, all of the districts do not operate a full-time kindergarten program. This matter would have to be decided as a first order of business by the new board; but a kindergarten program is necessary for the complete development of a quality program.

Elementary libraries have not been developed as fully as they should be in all of the schools. The new high school should have a district audio-visual center and the library should be built to process books for the entire system. Space currently used in some schools for a high school library could be utilized for an elementary library in the attendance center where the high school buildings are used. Central library facilities for each elementary school are a must if the students are to be able to perform at top efficiency. This should add a librarian to the staff, but one librarian with clerical help should be enough to augment the high school staff in the beginning. Each school would have to be responsible for circulation, but classes in the use of the library and professional help in library matters could be furnished by the unit librarian with the set up described above.

At present, some art and music are taught by specialists. As the new system begins to operate, a limited number of special teachers would need to be added in the areas where the elementary staff needed the most help. In the upper grades, this might be science and mathematics; while in the lower grades, it could be music or art. Only as the staff of a school is evaluated can the areas where special help is needed be identified. This process would have to be followed before final decisions are made concerning the areas where specialists should be employed.

The important advantage of being a single school district is that specialists, audio-visual persons, librarians, and even regular teachers could be shared between the schools without red tape or bother. This type of service would need to be coordinated and improved as the system developed, but it would add significantly to quality education in the elementary grades.

As the system begins to operate, departmentalization for students in the seventh and eighth grades would need to be studied. Some sharing of regular teachers between schools would probably be desirable at this level. Some schools have taken departmentalization down as far as the fifth grade. This should be approached cautiously, if at all. Sharing personnel to get the most efficient teaching should be practiced in the proposed system and then the practice should be re-studied each year.

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Cost Considerations

No district or group of districts should go into a consolidation just to save money; or, as a minimum, a district should avoid promising that the taxpayers will pay less taxes. All of the evidence shows that the combination into a single district of the five districts being studied, **offering the same services currently being offered**, could save rather large amounts of money in some areas. This is true but, in time, two factors will cause it not to be apparent.

First, the citizens in the district are not satisfied with the present program and the program in the new district would be expanded. The high school program would not use as many teachers, even when the program was expanded; fewer janitors would be needed; the number of administrators could be reduced; and operation cost of a single building would be less costly than that of seven present high schools. If time could be made to stand still, these savings would more than offset the increased cost of transportation and higher salaries that some persons might draw—but the clock cannot be stopped.

Secondly, by the time the districts could be consolidated and a new building built, the regular inflation spiral, if continued, would dissipate most of the saving. That is, the consolidated district might cost as much to operate in 1969 as the separate districts cost in 1966. This would certainly be true if services were expanded appreciably as suggested above.

It should be said that if we could project the cost of the seven high schools and improve services in all of them, the comparison would be favorable to the new district. This cannot be done successfully, however, because of the three year lag between decision and the fact of a new school.

Costs are increasing for the operation of schools. Nothing but a recession can alter this; so citizens who are promised lower cost are merely deceived. The fact remains, however, that for the services rendered a single high school in the proposed district would result in much lower cost than continuing the operation of seven separate schools. Said another way, taxes would go up more slowly in future years with a single high school than they are destined to with seven separate high schools operating as they are today.

High School Buildings

All of the districts except Trioka operate a single high school. In Trioka a high school is operated in Armington, Minier, and Hopedale. The seven high schools are all housed in buildings that are inadequate for a school such as that proposed for the district. Consolidation should result in a new high school on a new site large enough to allow for growth if other districts ever become interested in joining or if the population should increase in the district. A minimum site of 80 acres should be secured and a completely new high school with comprehensive facilities planned and constructed.

The planning phase of the new high school should involve a study of the students to be served, the needs of the community and an intensive study of the way all subjects can best be taught. When this is accomplished, intensive work with an architect should follow to be sure that the educational program is properly housed. Care should be taken that the money spent creates a favorable climate for learning. A good architect will do much to assure that aesthetic values are preserved without destroying or hampering the educational setting. Simple lines with an inexpensive exterior can be designed so that the building is both functional and aesthetically pleasing.

Elementary Buildings

All of the districts are currently operating elementary and high schools in each town in the district except that Waynesville operates only grades 1 through 8. In Minier, the high school building must be abandoned. In Atlanta and Danvers, the high school building and the elementary building are together. In Hopedale and Stanford, the high school buildings are immediately adjacent to the elementary buildings. In McLean and Armington, the high school is some distance from the elementary building.

Except in the case of Minier, where the classrooms should be abandoned as soon as possible, the high school buildings offer some possibility for short range use to take care of elementary and/or junior high pupils.

The basic decision concerning the use of the high school buildings for elementary classes in the short run should be the cost of making the buildings fire safe in the short run vs. constructing adequate new facilities for long range use. Whatever the short run decision, long range plans should be made to house all elementary students in permanent facilities designed for elementary use.

The following comments should help in making the decisions necessary to house grades K-8 adequately:

—In Atlanta the high school building already houses ten classes of the elementary school. Some of these rooms are basement rooms and are not adequate but are being used. The high school's departure would make it physically possible to house all of the elementary students in the building. In the long run these ten classrooms plus a kindergarten room, a special room for music, a library and other special facilities would have to be built. Because it is apparent that the building will probably be used for two to five years at the least, the fire safety recommendations should be re-appraised for elementary use and then complied with. As areas adjacent to the school are available, the board should purchase them; or, if the cost of doing this is prohibitive, plans should be made to house grades 4 through 8 on another site and leave the primary grades on the present site. To have sixteen rooms of children on a four acre site does not leave enough area for outdoor activities.

—In McLean the elementary school is adequate to house the present program except for one room which is slightly crowded. A room should be constructed to relieve this crowded condition and another room built for a permanent kindergarten. The high school gymnasium should continue to be used for competitive sports and, when the high school leaves, more play periods should be scheduled in the gym.

—In Waynesville, to house the present or any projected enrollment or program, adequate space is available. The buildings are old and in the long run new facilities will have to be built to house these elementary students. For the present the buildings will serve to provide adequate space for the students.

—The Stanford elementary school is adequate except that at least two rooms need to be added. This the high school could more than take care of once the new high school was constructed. For a number of years the Stanford high school building could serve to provide adequate space for a diversified seventh and eighth grade. There is enough space in the Stanford high school that some of the crowded conditions in other schools could be relieved by using this excellently maintained old building. With a new high school in the district, no new facilities would be needed.

—In Danvers the new addition eliminates the need for new facilities if the high school pupils were housed in the proposed high school. Some fire safety work would have to be done, but this work could and should be done before a new high school could be completed.

—At Minier the high school classroom area should be aban-

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doned and could not relieve the crowded conditions at the elementary school. There should be a room constructed for music, one to relieve an overcrowded room, and one for a kindergarten. A cafeteria would have to be constructed in the long run.

—In Hopedale there is need for five classrooms to relieve overcrowded elementary classes and to provide a classroom for kindergarten. In addition, a room for music should be built. The high school might, in the short run, be used by the elementary school, but the cost of correcting the things wrong with the building and of maintaining it properly would prove to be very costly and in the end the classrooms would have to be built.

—At Armington a classroom is needed to provide a kindergarten. The high school gymnasium might need to be maintained as a community meeting place and as a place for junior high sports.

Building Cost Summary

It is quite clear that every piece of construction mentioned above will need to be done immediately if the districts remain as they are. The high school buildings would help to delay some of these expenditures for a few years but most of them should be made soon. In other words, the districts consolidating may save time but whether consolidation takes place or not elementary housing needs must be met.

The only building cost which consolidation would bring to the districts would be the cost of a new high school. If the separate districts attempted to build adequate high schools the cost would be much higher than the cost of one high school for all. Once the special facilities are completed, classroom space to house additional students is comparatively cheap.

As an example a high school adequate for Trioka would probably cost between one million and one million five hundred thousand dollars, whereas a complete high school for the 800 potential high school students could be built for an estimated figure of about $2,500,000.

Curriculum Cost

The curriculum section of the study showed that fewer teachers would be needed to improve the present offerings of the high schools if all were in one building. Even with the proposed increases, fewer teachers would be needed.

The improvement of the elementary curriculum would use some of the teachers saved by combining the high schools but in the immediate future would not use as many as could be saved by the consolidation.

The really critical matter is clear. Teachers could be used to

teach in areas where they are specialized and specialists could be used to help enrich the elementary program. Better education for the students in all of the proposed district should result.

Transportation Cost

Any time the word consolidation is used someone always asks, "Won't the extra transportation cost be more than the savings from consolidation?" Whether savings occur or not, transportation cost will usually increase. This increase is, however, relatively slight.

A detailed calculation, using a relatively high average cost per mile, showed that the extra expense incurred in 1963-64 by the districts now in Trioka and Stanford in transporting all high school students to a central school would have been $6,617. Even if the highest county cost average per mile traveled in central Illinois were used, the cost for transporting the students in the study cited above would still be less than $9,000. Adding Danvers, Atlanta, and McLean-Waynesville to this, the maximum figure would result in less than $15,000 per year in additional cost.

To be completely fair to the new district, it should be shown that no buses other than those presently being used would be necessary and the total depreciation of these buses is already calculated in current cost. The additional miles would not increase this large part of cost as figured when the state calculaed the cost per mile figure used in the 1964 study of Trioka and Stanford. This should guarantee that the $15,000 figure is high.

In discussing transportation of high school pupils, the table on pupil population, Table III, page 18, should be examined. It shows that there are 798 pupils that would have to be transported: Atlanta High School, 144; McLean-Waynesville, 151; Stanford, 119; Danvers, 134; and Trioka, 250. The buses currently serving each community would be more than adequate to transport these students to a central high school.

Bonding Power

The Constitution of the State of Illinois limits the amount of bonding power that a district has to five percent of the total assessed value of the real and personal property assessed in a district. The combined assessed value of property in the proposed district for 1965 is $83,259,463. This would mean that the total indebtedness of the district could be $4,162,950. As can be seen in Table II, the present indebtedness of all districts is only $376,000. At the end of the current year, the proposed district could, after paying the indebtedness due, borrow approximately $3,889,950. This amount would increase each year as the bonded indebtedness of the districts is retired.

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TABLE II

Cumulative Bond Retirement Schedule and Available Bonding Power

School Year	Atlanta	Danvers	McLean-Waynesville	Stanford	Trioka	Total Outstanding Debt	Bonding Power Available*
1965-66	20,000	17,000	7,000	20,000	39,000	376,000	3,889,950
1966-67		17,000		20,000	23,000	273,000	3,949,950
1967-68		17,000			23,000	213,000	3,989,950
1968-69		17,000			23,000	173,000	4,029,950
1969-70		17,000				133,000	4,046,950
1970-71		17,000				116,000	4,063,950
1971-72		17,000				99,000	4,080,950
1972-73		17,000				82,000	4,097,950
1973-74		15,000				65,000	4,112,950
1974-75		15,000				50,000	4,127,950
1975-76		15,000				35,000	4,142,950
1976-77		20,000				20,000	4,162,950

*All bonding power is based on the 1965 assessments. If the assessed value of the district fluctuates, this figure will fluctuate. 1965 assessment equals $83,256,463. Five per cent of this assessment is $4,162,973. In the calculation this figure is rounded off to $4,162,950.

When the consolidation of complete school districts takes place, all indebtedness, assets and obligations become the property of the new district. At the time of consolidation, the proposed district would inherit the indebtedness outstanding. It is interesting to note that although Danvers owes the most money they are in need of the least expenditure to bring their elementary school completely up to adequate standards.

Population Changes

All surveys conducted in the proposed district show that only moderate population changes can be expected anywhere in the area unless some drastic change in the industrialization or residence pattern develops. Any school district should watch for changes in the community which would cause population shifts; but barring major shifts, the population of the proposed district should remain fairly constant.

Table III shows a total enrollment in the proposed district of 2,722 students in the fall of 1965. There would have been 798 students in the high school.

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TABLE III

Enrollment in the Current School Systems in the Proposed District*

Grade	Atlanta	Danvers	McLean-Waynesville	Stanford	Trioka	TOTALS**
K	41	40		28		
1	58	36	42	37	79	254
2	53	44	45	30	72	244
3	42	44	35	36	63	223
4	48	42	49	36	74	249
5	40	29	56	35	86	246
6	49	40	51	27	87	254
1-6	290	237	281	201	461	1,470
7	48	39	48	34	65	234
8	39	43	40	32	66	220
7-8	87	82	88	66	131	454
1-8	377	319	369	267	592	1,924
9	42	37	42	24	70	215
10	39	24	38	31	67	199
11	32	41	41	35	62	211
12	31	32	30	29	51	173
9-12	144	134	151	119	250	798
1-12	521	453	520	386	842	2,722

*Taken from application for 1965-66 recognition by each district.
**Kindergarten not included in totals.

General Statements

Among the more important facts about the proposed school district which are not discussed in detail in the report are:

—The proposed district, if it had existed in 1965-66, would have had an assessed valuation of $31,123 per child based on the figures in the Basic State Aid Claim. This figure would rank third from the top among unit districts in Illinois having 1,000 or more students.

—State aid for equalization in 1965-66 would have been about $7,000 but the district would have gotten $47 flat grant per A.D.A. pupil, making the state aid total about $128,000.

—More han $50,000 could be secured in Federal aid if projects presently operating were continued and other fundable projects were started.

—The operation of the mandatory special education programs

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which must be in effect by 1969 could be implemented much easier in the proposed district than they could be in the present school districts. One good use of the Stanford High School would be to use some rooms for special education after the new high school is completed.

A Tentative Time Schedule

In deciding when to consolidate, how long to spend between steps, and even when to begin the first step in connection with consolidation, a community or group of communities find many problems. The Steering Committee has established a tentative timetable in the proposed district with some leeway at each step. All that can be established that one can be sure will not be changed is the time to begin. That time has already passed. The following timetable assumes that the informational process is already underway and the other critical dates are only proposed dates to establish goals to be achieved if possible:

June 1—The process of planning publicity and drawing the petition and having it signed was started about June 1. Approximately two or three months will be required for this to be completed.

August 1—The petition for organizing the proposed district should be filed by this date. After the petition is filed, a notice of hearing must be published each of three successive weeks. Usually one week should elapse after the last publishing before the hearing is held. Therefore, four weeks should be allowed between filing the petition and scheduling a hearing.

September 1—A hearing on the formation of the proposed district could be held by this date. Forty days after the hearing, the organizational election should be scheduled.

October 15—By this date it should be possible to hold the organizational election. The board of education election must be held within thirty days after the organizaional election.

November 12—The board of education election could be held on or about this time.

Summary

The need for a new high school to serve the seven present high school attendance centers is obvious. The present schools cannot hope to give students the opportunity that modern youth need at

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a cost which is reasonable. The proposed school would make possible a quality high school program within the realm of economic reasonableness. With the resources available, the elementary programs of the district could and should be improved markedly.

No school is guaranteed quality whatever its size. In the proposed district, there would need to be citizen awareness of and commitment to quality; board of education commitment to achieving a great school system; and staff determination to succeed and dedication to quality education. With these, this district could set its own ceiling of achievement because the students in the proposed district have the ability to take advantage of greater opportunities.